
Curriculum And Teaching At Secondary Education

Gulrukh Makhmudova

Teacher, National University of Uzbekistan named after Mirzo Ulugbek

***Abstract:** Today, scientific and methodological literatures are devoted to the issues of teaching English language as a foreign language. The author points out that the use of beneficial curriculum tools that allows optimizing the learning process, increasing the motivation of students and in some cases, reduces the time learning. However, the creation of a full-fledged teaching language curriculum and program require large material and time expenditures, participation of teachers, methodologists, programmers, animators, etc.*

***Key words:** curriculum, curriculum reform, high-stakes testing, school environment, teaching language, secondary education, program.*

In order to work on teaching language curriculum to be effective, it is necessary to comply with certain requirements even at the stage of designing a pedagogical scenario and take into account the specific characteristics of the state educational programs. The main tasks of teaching language training curriculum are the introduction, activation and consolidation of linguistic material, primarily grammatical forms and syntactic structures. In the methodological literature [1, 2], a number of requirements are highlighted for teaching language curriculum and training programs:

1. Target orientation and effectiveness of the curriculum. Presentation of educational material and a system of exercises and tasks that aimed on its activation, must follow clearly set of goal and lead to the expected result.
2. Originality of the concept. Performance linguistic phenomenon that is performed with the help of a computer program should be different from the traditional explanation of the teacher. Program must use all

media: graphics, sound, animation, and video. This allows teacher to intensify and optimize the learning process.

3. Easy to use. This requirement is especially important to consider at the initial stage of learning. Many tutorials involve the usage of a keyboard, asking the student to enter their first and last name, their country of origin, etc. Various types of exercises also designed to work with the keyboard (spelling the end of a word, sentences, etc.).
4. Disconnection with the traditional (paper) textbook. This requirement is made only to teaching language curriculum, for example, control programs can be attachment to existing printed textbooks.
5. Compactness of the curriculum. This requirement is implemented with shorter training periods, especially in the preparatory section of secondary education, short-term courses, etc.

Theory and methodology. When selecting the material, the authors focused not only on the main meanings of the cases and but also many typical declination models without affecting exceptions. The novelty of this curriculum lies in the presentation of a linguistic phenomenon: from the form to the value. In the introductory part of the program students in the secondary language are encouraged to restore a phrase based on formal signs of words (endings of nouns in singular and plural, number). The problematic situation are forced the student to gradually, from lesson to lesson. The curriculum helps to understand the inextricable connection between the formal and semantic meaning of the cases. In this case, knowledge of vocabulary is optional, so how the grammar exists separately from vocabulary in the curriculum. The definitions, translations of words are presented only after successful completion of the task. The curriculum consists of six blocks. Each block begins with setting a goal and a suggested path to achievements. For example, to find the main character or object (subject of action), you need to know how the words look in the nominative case (presentation

of the material). Training and control tasks are game nature. A student can admit 6 errors in the process of work, after which the program offers to repeat the entire path from the very beginning. This is a significant drawback of the course, since the program does not allow to comprehend the error, to perform corrective exercises.

The structure of the tutorial includes in myself directly lessons, control tasks (tests), phonetic block, grammar reference book, Russian-English thematic illustrated dictionary, block of speech clichés. Every lesson is divided into four sections: preparation for reading, reading (text, dialogue), grammar, exercises. The student can select the desired section of the lesson or the entire lesson. The texts and dialogues of the textbook have been translated into English. The program uses different types of exercises, for example, cloze test with animation elements for verbs of motion (the student restores the text by inserting the necessary verbs of movement, and if the task is completed correctly, the hero repeats everything with actions).

Test (control) curriculum can be [4]:

1) an appendix to a traditional textbook and can be used in the classroom and after school hours as an additional control over assimilation of educational material;

2) an independent program, the purpose of which is to adjust the student's knowledge, aimed at preparing for the exam, etc.;

When developing control programs, it is necessary to take into account the same requirements as when compiling traditional tests and controls. As an example a self-test program should consider the product. Testing takes place on lexical and grammatical material, as well as by type of speech activity (reading, writing, listening, speaking). In vocabulary and grammar tests, students are asked to choose the correct option answers on the following topics: noun, adjective, verb; case and

temporal system, verbs of movement, active and passive constructions, participle, gerunds, complex offers.

There are 3 blocks in the section “Reading”: biographies, literary texts and articles from periodicals. After each text, the student is asked to take a reading comprehension test. Written tests involve written answers to the material read using a dictionary, and also control the skill of students to draw up documents for a given situation, for example, to draw up a questionnaire in the foreign countries, to obtain a visa or write an application, to address to the dean of the faculty for an early examination. In the “Listening” section, students listen to dialogues, situations, texts, messages and perform test tasks based on them. Speaking Tasks - Start or continuation of the dialogue, retelling of the text or drawing up a story according to the plan. Tasks in form and content are as close as possible to the examination, in addition, a certain time. When taking tests, the student can ask for instructions on working with a specific type of tasks.

The largest segment of teaching language curriculum represent communication programs that teach types of speech activities, primarily speaking, listening and reading. It should be noted that such curriculum can contain tasks on phonetics, grammatical and lexical topics, but these exercises are aimed at the implementation of the primary goals and objectives set by the communication program, facilitate the perception of speech and help in mastering the skills of speaking and reading.

The presentation, exercises and tasks are communicative in nature and are presented in the form of various games (lotto, dominoes, roulette). Linguistic and cultural materials, linguistic and cultural realities, poetry, music, songs are widely used in this curriculum. Multimedia course of teaching language and culture of curriculum is designed for independent work, self study of foreign students. The main goal of the course is to teach foreigners speech behavior in typical everyday

situations: how to get acquainted, order lunch at a restaurant, buy a newspaper at a kiosk, etc. The program can be used both at the initial stage of training.

A student of secondary education chooses independently his own path through the rooms - grammatical and lexical topics. Presentation, vocabulary slides are accompanied by inscriptions, pictures and the voice of the announcer. The course uses various “club” games: roulette, cards, dominoes, craps. For example, in the game “one-armed bandit”, students are asked to choose the ending of nouns in the genitive case. If the choice is made right, then coins will fall from the slot machine as a reward. The grammar section of curriculum consist of 26 blocks: noun (categories of animate-inanimate, gender, number), case system, pronouns (personal, possessive, demonstrative), adjective, verb (infinitive, species-temporal system, imperative mood, verbs of movement), adverb, syntax of simple and complex sentences. There are not tasks and exercises in this section, since the course is aimed at teaching types of speech activities. Practicing grammar skills, abilities and consolidation of the acquired knowledge are implemented in the following sections: “Texts” and “Video and audio materials”. In the “Texts” section, student actions are also strictly regulated. Firstly, students should read 8 small, entertaining stories and complete the test tasks after each reading comprehension. If the student gives incorrect answer, the program prompts you to read the text again. In case of successful completion of all assignments, students move on to the next block in which they can choose to read linguistic and cultural texts. Each text has musical accompaniment and photographic materials. Right-clicking on any word in the text causes its translation. Pupils can also read an adapted version of the stories. The section “Audio and video materials” offers situations “At customs”, “At the airport”, “In the hotel”, “Invitation to visit”, “In the restaurant”, “In the store”. Videos are accompanied by subtitles, but if it is necessary, they can be turned off. After watching the plot, the student can listen to the dialogue on the topic and answer the questions. The course of curriculum is

equipped with two types of dictionaries: a conventional printed dictionary with translation into English, French and German and an animated thematic dictionary. All vocabulary is voiced by native speakers.

The advantages of the program should be noted visibility, simplicity, accessibility and diversity. Forms of material presentation: situations in pictures, animation, video dialogues and scenes, musical accompaniment, sounding texts. All this stimulates interest in learning the language, promotes enhancing learning activities and memorization material. The main goal of these programs of curriculum is the formation and development of lexical skills. All vocabulary is presented without translation, grammatical marks comments. The programs contain support and assistance in 49 languages. The program consists of 9 blocks: “First words”, “Food”, “Colors”, “Transport”, “Body”, “Numbers”, “Time”, “Shopping”, “Countries”.

The authors who create curriculum for secondary education should review and analyze some of the most popular curriculum for teaching language. It was found that depending on the supplied learning objectives of the curriculum consist of several modules that include video materials, audio dialogues, hyperlinked dictionary, grammar commentary, training tasks and exercises, as well as the ability to record and play back recorded speech, etc. The analysis showed that any educational teaching language curriculum should include the following specific characteristics:

a) variety of ways to present educational material: video, animation, audio, etc.;

b) the usage of various types of training exercises and tasks based on expected (predictable) answers of students, since the analysis of the received answers that carried out by comparing with existing answers in the computer data bank;

c) hypertext form of organizing all the information contained in the program, allow to carry out a quick transition between sections of the program, quickly use of reference material, tips;

d) the presence of a hypertext dictionary, usually with visual semantisation and audio recording of the word;

e) the ability to save information about the work done, errors, time spent on tasks.

But at the same time, a significant drawback of almost any curriculum for teaching language is insufficient communicative practice, which is primarily associated with the small technical capabilities of ICT in the analysis and recognition of sounding speech. Thus, the development of the content of educational teaching language curriculum based on the noted characteristics will allow the teacher create independently educational mini curriculum, programs.

References:

- [1] Bell, T.R. (2005). Behaviors and attitudes of effective foreign language teachers: Results of a questionnaire study. *Foreign Language Annals*, 38, 259–270.
- [2] Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81–109.
- [3] Chan, K., Tan, J., Khoo, A. (2007). Pre-service teachers' conceptions about teaching and learning: A closer look at Singapore cultural context. *Asia-Pacific Journal of Teacher Education*, 35, 181–195.
- [4] Madaus, G.F., Kellaghan, T. (1992). Curriculum, evaluation and assessment. In Jackson, P.W. (Ed.), *Handbook of research on curriculum* (pp. 119–154). Washington, DC: American Education Research Association.